

Job Profile

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| Walton High School | |
| Post Title | Grade |
| Cover Staff | Grade 7 |

Reporting Relationships

Responsible to: Headteacher's PA and Teaching & Learning Lead

Statement of Purpose

Under an agreed system, to supervise whole classes during the short-term absence of the class teacher. Leading lessons using presentations, textbooks and other learning materials Under the guidance of teaching/senior staff, including implementing work programmes, managing pupil behaviour and assisting pupils in relevant activities in line with the school's policies and procedures.

Establish productive working relationships with students, acting as a role model to set high expectations. Promote the inclusion and acceptance of all students within the classroom. Support students consistently whilst recognising and responding to individual needs. Supervise work set by teaching staff.

The successful candidate will deliver lessons in the absence of staff according to the lesson plans and schemes of learning provided. We will expect excellent communication between Cover Staff and the teaching staff and students. All staff are expected to work alongside the teaching staff to be role models for our students, demonstrating the highest standards of teamwork, collaboration and respect.

Support to Pupils

- Supervising work that has been set by teaching staff and helping students to understand the materials presented in class and communicate how to use this information.
- Support students in how to be successful in the classroom and beyond.
- Maintain student discipline in the classroom.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom and contribute to the provision of a safe, secure learning environment.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Implement and maintain the discipline and behaviour policy of the school.

Support to Teacher

- Provide feedback to pupils in relation to progress and achievement.
- Dealing with any immediate problems or emergencies according to the school's policies and procedures.
- Collecting any completed work after the lesson and returning to the appropriate teacher.
- Managing behaviour of pupils whilst they are undertaking this work to ensure a constructive environment, according to the school's behaviour policy.
- Reporting back as appropriate using the school's agreed referral procedures on the behaviour of pupils during the class, and any issues arising.
- Completing tracking sheets and information on pupil attendance and rewards.

Support for the Curriculum

- Support the use of ICT where appropriate.
- Make appropriate use of equipment and resources.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Assist with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required (see footnote 1).
- Recognise own strengths and areas of expertise and use these to advise and support others.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification Cover Staff

| Criteria | Measured by |
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| <p>Experience</p> <ul style="list-style-type: none"> • Suitably trained to manage a classroom, ensuring support for children in a relevant environment. | AF/I |
| <p>Qualifications/Training</p> <ul style="list-style-type: none"> • Educated to Degree level is preferable, but not essential • Very good numeracy and literacy skills. • GCSE Grade C/4 in English and Maths or equivalent | AF/I |
| <p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice. • An understanding of curriculum matters and to be able to contribute effectively to curriculum development, planning, evaluation and implementation. • In depth understanding of areas of learning, e.g. Maths, English, Humanities, Modern Foreign Languages. • Understanding of principles of child development and learning processes. • Ability to plan effective actions for pupils at risk of underachieving. • Effective use of ICT to support learning. • Use of other equipment technology – e.g. photocopier. • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Good organising, planning and prioritising skills. • Methodical with a good attention to detail. | |

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| <p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Customer focused. • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. | <p>AF/I</p> |
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A = Application Form I = Assessed at Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***